**CAFETERIA**

Our goal is: The Meadows Elementary Cafeteria will be a safe, orderly, and clean environment where all students demonstrate responsible, appropriate behavior and are ready to interact with others respectfully and courteously.

Expectations:

1. Enter the cafeteria in Bee Line Formation.
2. If not buying lunch, walk directly to your designated table and take the first available seat.
3. No one is allowed to skip or save seats.
4. Begin filling the table starting at the far left-side of the table.
5. Will form two lines to so single file through the lunch line, keeping hands and feet to themselves.
6. Get all needed items before sitting down.
7. Be at Level One (soft conversation with your neighbor) once seated.
8. Keep all uneaten food and trash on their trays and dispose of the trash and trays when the trash container comes by.
9. Return to Level Zero (silent) when directed by teacher and await dismissal instructions.

**Cafeteria**

**Lesson Plan**

*Follow the lesson plan as outlined below. You will be reviewing this daily during the first week of our launch the week of January 20, 2009 through January 23, 2009.*

Goal:

* Students at The Meadows Elementary School will understand the importance of an orderly behavior in the cafeteria.
* Students will demonstrate the Three “B’s” while eating in the cafeteria (Be Respectful, Be Responsible, Be Ready).

Introduction: Explain to the students the purpose of the lesson and the specific behaviors that will be addressed.

Learning Objective: “We are going to focus our lessons on appropriate behavior in the cafeteria of The Meadows Elementary School. Today, we are going to concentrate on how to behave during lunch (e.g. waiting quietly in the hallway, entering quietly and sitting in the first available seat).”

Encouragement Procedure: Monitors on duty will encourage responsible behavior through positive interaction.

1. Initiate positive attention and positive interaction with students.
2. Provide verbal and nonverbal praise for following rules and expectations.
3. Recognition in the form of praise and encouragement during morning announcements.

Consequences for infractions:

1. Verbal reprimand / Positive Practice (teacher guided, students try again)
2. Assigned seat for lunch period
3. Infraction table for remainder of lunch plus a note home from cafeteria monitor/homeroom teacher
4. Use office referral for student’s refusal to correct behavior or for dangerous and illegal situations.

Cafeteria Monitor/Supervisory Responsibilities:

1. A minimum of 3 monitors will be on duty at all times.
2. The administration will assist with supervision of the cafeteria.
3. All monitors will move around the room and interact with students in a positive manner.
4. Monitors will implement consequences for infractions in a fair manner.
5. Monitors will be on time for lunch duty.
6. Monitors will be positive and affirming. If a student refuses to follow directions or argues, the student will be referred to the office for disciplinary action.
7. Monitors will be responsible for notifying administration that a sub is needed to cover their lunch duty.
8. Monitors will inform homeroom teachers of students who frequently fail to meet behavioral expectations in the cafeteria.

“Tell” Phase:

1. Talk about why it is important to behave appropriately in the cafeteria (safety, good manners, pleasant environment, etc.). Ask why these particular skills are necessary. Encourage student input and participation in these discussions.
2. Draw a T-Chart on the board or overhead. Ask students what good cafeteria/lunchroom behavior should LOOK Like and SOUND LIKE. Fill in the chart. Redirect negative or inappropriate comments with suggestions of more positive behaviors.
3. Explain/Discuss “Consequences and Rewards”.

Example T-Chart:

|  |  |
| --- | --- |
| LOOKS LIKE | SOUNDS LIKE |
| Students will enter the cafeteria in Bee Line Formation | Level Zero: Silent |
| Students sitting at the designated table. | Speaking at level one (conversational voice) with the person directly in front of or to the side of you. |
| Students raising hands when they need something. | Students interacting positively with adults and classmates |
| Adults walking around interacting positively with students. | No name-calling or inappropriate language. |
| There is no fighting or bullying. | Saying please or thank you as needed. |
| There is no food or trash on the floor. |  |
| There is no pushing, shoving or roughhousing in the line or at the tables. |  |
| Students’ waiting quietly until the teacher dismisses the group. |  |
| Students will leave the cafeteria in Bee Line Formation. |  |

“Show” Phase:

1. Define the difference between appropriate and inappropriate behavior. Again, you may want to use a T-chart to help students recognize the lines between good and bad behaviors. The following T-Chart is an example of what could be used for defining “How to enter the cafeteria”.

|  |  |
| --- | --- |
| APPROPRIATE WAYS TO BEHAVE IN THE CAFETERIA | INAPPROPRIATE WAYS TO BEHAVE IN THE CAFETERIA |
| Walk only on the right side of the hall. | Walking on the left side or down the center of the hall. |
| Keep your hands behind your back, hand in hand at the waist. | Putting your hands on the person in front or in back of you, gliding hands on the wall. |
| No talking or making noises. | Talking or yelling in the halls. |
| Enter through the right side of the breezeway doors. | Entering through the left side of the breezeway doors. |
| Standing in Bee Line Formation while waiting to enter the cafeteria. | Clowning around, talking and pushing while waiting to enter the cafeteria. |

1. Teacher demonstrates for the students the appropriate and inappropriate behavior.

“Do” Phase

Take a trip to the cafeteria. Walk through the appropriate behaviors and review inappropriate ones. Role play appropriate and inappropriate behavior. Provide positive reinforcement for students following the guidelines and verbalize what they are doing correctly. Many situations could be role-played during the trip: staying in a single file line in the lunch line, picking a seat, disposing of trash, dismissal, conversational tone, etc. Allow time for student to discuss why the appropriate behaviors are superior to the inappropriate, negative ones.

FOLLOW-UP LESSONS:

In addition to reviewing the lesson, you could have students do some of the following activities:

1. Journal: Copy the T-chart in their journals. Students could add to the charts with new ideas as they occur.
2. Journal: Write or draw about how they feel when people are yelling and bullying in the cafeteria. Write or draw about how they feel when the cafeteria is a calm, safe place.
3. Project: Make a poster for the new cafeteria behavior. You could do this in the computer lab as a black and white illustration.
4. Write a cafeteria do’s and don’ts book for the classroom.